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AUTHOR Mazon, M. Reyes
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ABSTRACT

This manual, first in a series dealing with the Lau Center technical assistance approach, is designed to assist school districts in their efforts to develop an educational master plan to meet Title VI (1964 Civil Rights Act) compliance guidelines. The manual summarizes the legislation, judicial decisions, and the Task Force Remedies which have given birth to bilingual education programs. The major portion of the guide describes the Lau General Assistance Centers, the function of which is to solidify coordination of bilingual programs throughout the country. Following this mandate, the following are provided here: (1) a definition of bilingual-bicultural education: (2) a method by which school districts can determine if a need for such a program exists in their jurisdiction: (3) suggestions for the kinds of programs and their emphases at the elementary and secondary levels: (4) a discussion of the CHCALT (Community, Home Cultural Awareness and Language Training) Model and its implications for teacher training: and (5) suggestions for the evaluation of such programs. (PMJ)

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Institute for Cultural Pluralism

GENERAL ASSISTANCE CENTER
TYPE B -- LAU

School of Education — San Diego State University

PHASE I MANUAL:

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OVERVIEW OF THE LAU CENTER TECHNICAL ASSISTANCE PROCESS AND THE OFFICE FOR CIVIL RIGHTS TASK FORCE REMEDIES

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INSTITUTE FOR CULTURAL PLURALISM
GENERAL ASSISTANCE CENTER
TYPE B -- LAU

PHASE I MANUAL

OVERVIEW OF THE LAU CENTER TECHNICAL ASSISTANCE PROCESS AND THE OFFICE FOR CIVIL RIGHTS TASK FORCE REMEDIES

M. REYES MAZON
ALBERTO MONROY OCHOA
HARRIETT ROMO

MARCH 4, 1976

FOREWARD

This manual is the first in a series of manuals dealing with the Lau Center technical assistance approach to be written by the Institute for Cultural Pluralism's Region G Lau Center. The manual is designed to assist school districts in their efforts to develop an educational master plan to meet Title VI (1964 Civil Rights Act) compliance guidelines.

Table of Contents

Page No.		
1.	I.	Background to Bilingual-Bicultural Education
7.	II.	What is the CHCALT Model?
10.	III.	What is a Lau General Assistance Center?
12.	IV.	Institute for Cultural Pluralism Lau-GAC Bilingual-Bicultural Position Statement
24.	V.	What is the Lau v. Nichols Supreme Court Decision?
36.	VI.	What are the Task Force Remedies?
38.	VII.	What do school districts need to do to comply with the Lau Task Force Remedies?
41.	VIII.	What necessitates an instructional program for the limited English-speaking and nonEnglish-speaking student?
42.	IX.	What types of instructional programs are not acceptable under the Task Force Remedies?
46.	X.	What kinds of programs are required by the Lau Remedies at the Elementary and Secondary levels?
57.	XI.	What unique considerations must districts deal with in structuring secondary programs?
60.	XII.	If a school district is not adequately serving nonEnglish-speaking and limited English-speaking students under Title VI regulations, what kind of technical service approach is the Lau Center-Region G providing school districts?
62.	XIII.	What sources can be used as references to better understand the concept of bilingual-bicultural education?

I. Background to Bilingual-Bicultural Education

Given the multiplicity of ethnic groups in the United States, our educational systems should reflect those positive cultural differences inherent in American society. The philosophy of cultural pluralism acknowledges the cultural and linguistic differences of children and the fact that a child's learning begins in his home and in his community. It accepts intrinsically the educational validity of this learning environment and builds upon it. Cultural, racial and linguistic differences are not viewed as negative components to be temporarily tolerated, but as integral, positive forces in American society. This viewpoint provides the vehicle for realizing the ideal of "equal educational opportunity" by giving the student a positive view of his cultural-historical heritage.

The culturally different groups of our society have suffered disproportionately from the cycles of poverty and from limited job opportunities in the educational and professional fields. To help break these cycles, the educational system must become comprehensively responsive to the reality of cultural pluralism. This implies that all programs involved in teacher training, curriculum development and educational administration need to be multicultural.

LEGISLATION

Federal and state legislative enactments fully support the need for multicultural education and other programs which focus on the problems encountered by minority children in public education. Funds for the development and implementation of such programs continue to be available to institutions demonstrating a genuine commitment in this area. For example:

--The Bilingual Education Act (ESEA Title VII, 1968) provides funds to school districts to establish bilingual education programs. The Bilingual Education Act has been amended to include funding for teacher training in institutions of higher education.

--The Emergency School Aid Act (1972) provides funds for bilingual education as a means of securing equal educational opportunity for nonEnglish-speaking children.

--In October, 1973, the Commission for Teacher Preparation and Licensing, acting under the authority of California Assembly Bill No. 122 (Ryan Act, 1970) established guidelines for the issuing of a Bilingual/Cross-Cultural Specialist Credential, which would enable credentialed teachers to obtain specialist skills for working with culturally and linguistically different children.

--California Senate Bill No. 1335 (1973) provides for the implementation of programs for training Bilingual/ Cross-Cultural Teacher Aides and Specialists; and provides funds for program and professional development purposes.

--California Education Code, Article 3.3, Section 13344, requires that schools with substantial proportions (25%) of minority students provide inservice training for teachers in the history, culture, and current problems of students with diverse ethnic backgrounds.

--California Assembly Bill 2817 enacts the state Bilingual Teacher Corps Program, which seeks to provide teachers and school administrators that are qualified to meet the needs of the limited English-speaking and nonEnglish-speaking children in the state. The program furnishes stipends and tuition to teaching aides who are providing public school classroom instruction and who are pursuing approved teaching credential programs.

JUDICIAL DECISIONS

Since the 1954 Brown v. Board of Education decision that segregation according to race is unconstitutional, the courts have continually refined the concept of equal educational opportunity. A listing of judicial decisions clearly points to the recognition by the courts that equal education for the culturally and linguistically different requires multicultural education:

--In United States v. Texas (1972) it was decided that the failure of school districts in Texas to provide bilingual-bicultural education to Chicano students violated the constitutional rights of these students.

--The Serna v. Portales Municipal Schools case (1974) revealed discrimination against Chicano students in the schools and led the Portales Public Schools to implement bilingual education programs. (See p. 31 of this manual for more on the Serna v. Portales case).

--In Lau v. Nichols (1974) the U.S. Supreme Court ruled that the San Francisco Independent School District was in violation of the civil rights of nonEnglish-speaking Chinese children through failure to provide instruction in their native language. The Lau decision affects every federally supported school with nonEnglish-speaking children. (See pp. 24-35 of this manual for more on the Lau v. Nichols case.)

THE INSTITUTE FOR CULTURAL PLURALISM

Federal and state enactments and judicial decisions reflect a recognition of minority children's right to educational programs which are responsive to their special needs. However, existing federal and state programs serve only a small percentage of culturally and linguistically different children. San Diego State University has responded to this developing thrust by attracting the Institute for Cultural Pluralism from the

University of New Mexico to join the school of Education as a resource agency to facilitate research and development in teacher training for the linguistically and culturally different.

The Institute for Cultural Pluralism developed the Bilingual/Cross-Cultural Specialist Credential program during the 1973-74 school year. The Credential program was approved by the commission for Teacher Preparation and Licensing in July, 1974. The Bilingual/Cross-Cultural Specialist Credential program has been recognized both state and nationwide as a unique, innovative, and comprehensive multicultural teacher training program. It is the only one of the programs receiving California Commission approval which provides specialized training in four target cultural groups -- Afro-American, Asian American, Mexican American and American Indian.

The University allocated faculty and budget to implement the pilot phase of the Credential program in the 1974 Fall term. During the same term, the Institute designed and developed a program for a Master's degree in Education with a concentration in Multicultural Education, which was approved by the University in December, 1974. Currently, the Institute is coordinating efforts in the Elementary and Secondary Departments of the School of Education to develop undergraduate programs in multicultural education leading to single subject and multiple subject credentials with bilingual emphasis.

As a part of its overall goal to encourage the philosophy of cultural pluralism at all education levels,

the Institute is involved in the establishment of a county-wide multicultural education consortium with school districts and community colleges. The goal of the consortium effort is to create an environment where bilingual-bicultural educational resources, personnel, materials, and equipment can be shared to insure their maximum effectiveness and exposure for the benefit of San Diego's school population.

Multicultural programs developed by the Institute are based on the teacher training model which is described in the following pages.

II. What is the CHCALT Model?

With the goal of achieving cultural pluralism, a teacher training model--Community, Home, Cultural Awareness and Language Training (CHCALT)--was developed for Teacher Corps in 1970. The development of the CHCALT model was based on the assumption that teachers must value:

--Self-concept as a primary element in the education of the culturally and linguistically different.

--Language as a special dimension in the education of the culturally and linguistically different.

--Language differences as representing valid means of communication (as opposed to the viewing language "differences" as language "deficiencies").

In addition, it was considered essential that teachers have:

--A sensitive philosophy of education for the culturally and linguistically different.

--Sociocultural sensitivity--home and community based.

--Assessment techniques for oral language as a diagnostic tool in the education of pupils.

--Strategies for (1) developing culturally and linguistically appropriate performance criteria, (2) diagnosing performance, (3) evaluating materials, and

(4) adapting materials and strategies.

--A knowledge of existing bilingual-bicultural programs and their components.

--Strategies for educational reform.

--A knowledge of the concept of cultural pluralism as it relates to schools and communities.

These features give the model its major focus, and based on them, the CHCALT model is divided into the four basic components which are listed below and shown in Figure 1.

I. Philosophy of Education for the Culturally and Linguistically Different.

II. Sociocultural Awareness--Home and Community Based.

III. Oral Language and Assessment Techniques.

IV. Diagnostic and Prescriptive Strategies.

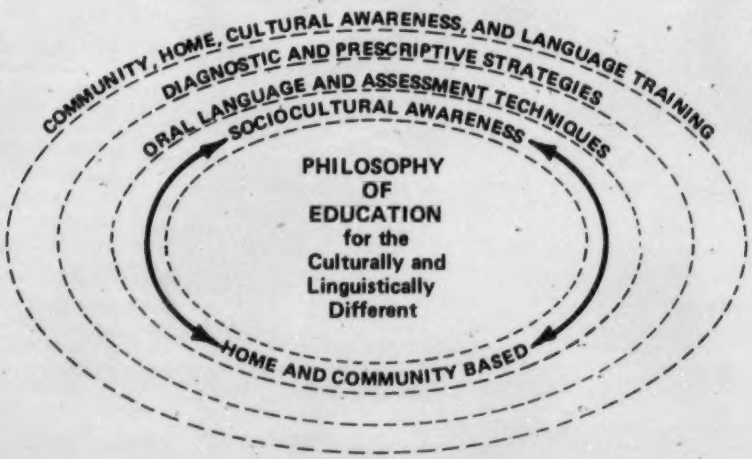
The CHCALT Model is designed to utilize competency based techniques, so that teachers/teacher candidates, paraprofessionals and others serving the needs of students will know precisely what is expected of them and what they should achieve from their respective programs. Each of the four components listed above is viewed as a broad area in which teachers/paraprofessionals etc. must acquire appropriate knowledge, understanding, skills, or attitudes.

As Figure 1 illustrates, the four areas of the model are viewed as an expanding circle of understanding. At the core of the circle is the Philosophy of Education for the Culturally and Linguistically Different. With a philosophical understanding

of culture in general, teachers, paraprofessionals etc. can advance to an understanding of individual communities (Socio-cultural Awareness) and the cultural context of language (Oral Language and Assessment Techniques). Combining a philosophical knowledge and a practical understanding of culture, candidates are prepared to develop skills in adapting and devising culturally and linguistically relevant classroom materials and strategies.

The CHCALT Model and its ramifications are extremely important for the future of both American education and society as a whole. The above brief description is meant solely to familiarize the reader with its major concepts. The entire model is to be presented in one of the forthcoming manuals to be published by the Institute for Cultural Pluralism. This manual is the first in that series of manuals to be developed by the Institute for Cultural Pluralism Lau Center.

Figure 1.


COMMUNITY, HOME, CULTURAL AWARENESS, AND LANGUAGE TRAINING
DIAGNOSTIC AND PRESCRIPTIVE STRATEGIES
ORAL LANGUAGE AND ASSESSMENT TECHNIQUES
SOCIOCULTURAL AWARENESS
PHILOSOPHY OF EDUCATION for the Culturally and Linguistically Different
HOME AND COMMUNITY BASED

THE CHCALT MODEL

GENERAL ASSISTANCE CENTER

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III. What is a Lau General Assistance Center?

The Lau General Assistance Centers were funded by Congress in 1975 in an attempt to solidify coordination of bilingual programs throughout the country. School districts in the United States are required under the Lau v. Nichols court decision, 414 U.S. Reports 563 (1974), to have a plan for meeting the needs of each child whose dominant language is other than English. Upon the request of districts found in non-compliance by the Office of Civil Rights, the Lau Center will assist those school districts located within its service areas to make plans to meet those needs. The role of the Center will be to assist the districts through prescribing alternative solutions for the resolution of multilingual instructional problems.

Activities of the Lau Centers

The Lau General Assistance Center (Lau-GAC) will provide technical assistance in the following areas in the context of the development of a district educational master

plan to meet the needs of limited English-speaking and nonEnglish-speaking students:

I Needs Assessment -- to determine procedures which school districts could employ in the assessment of the specific needs of limited English-speaking students and of individual schools.

II Revision or Development of Curriculum Materials -- to identify curriculum needs and provide guidance in the selection, adaptation, revision, or development of curriculum materials.

III Staff Training -- to identify staff development needs and provide assistance in the development of inservice training activities in bilingual education.

IV Administrative Reorganization -- to identify organizational procedures and administrative techniques suitable for community based education.

V Community Relations -- to help identify school districts' community needs and provide assistance in the improvement or development of community involvement strategies.

VI Other areas -- related to multicultural education as determined by individual school districts.

There are nine Lau Centers in the United States. Our center represents the part of California south of the northern boundaries of San Luis Obispo, Kern, and San Bernardino Counties. The center is located at San Diego State University in the Institute for Cultural Pluralism, which is under the direction of Dr. M. Reyes Mazón. The coordinator of the Lau Center is:

Alberto Ochoa
Institute for Cultural Pluralism
San Diego State University
5544 1/2 Hardy Ave.
San Diego, California 92182
714: 286-6607

IV. Institute for Cultural Pluralism Lau-GAC Bilingual-Bicultural Position Statement

The problem of how to provide equal opportunities to Americans of all different ethnic and linguistic backgrounds has become one of this country's most pressing domestic issues. Two current major educational positions proposing equality of schooling are equal "access" and equal "benefits". Equal access implies that every ethnic group has an equal opportunity to attend an equally staffed and equally supplied school. The equal benefits view emphasizes that an equal opportunity is provided only when each group accrues equal benefits from schooling. In the equal "access" point of view, the educational system is responsible only for exposing students to common educational curricula, making the child responsible for taking advantage of the equal education provided. In the equal benefits view, on the other hand, the school assumes responsibility for students' progress. The school acknowledges the learning acquired by students outside of school hours and takes into account the community, the home, language, and cultural influences on students' learning styles.

Bilingual-bicultural education provides students of limited English-speaking and nonEnglish-speaking ability with equal "benefits" from schooling by utilizing their native language for instruction in subject area studies

while they acquire proficiency in English and in their native language. A philosophy, basic to bilingual-bicultural education, begins with the assumption that cultural, racial, and linguistic differences are an integral and positive part of American society.

Because bilingual-bicultural education builds upon a positive view of a student's cultural and linguistic heritage, it provides all students with the opportunity to experience early academic success and conceptual development in their native language, and to maintain the culture and language of their home while learning the language of the school. In addition, bilingual-bicultural education provides an opportunity for English dominant, majority-culture students to learn another language in the school community and to participate in another culture, giving them the skills and understandings necessary to function in a pluralistic society.

Towards a Definition of Bilingual-Bicultural Education

Bilingual-bicultural education teaches the whole range of academic subjects to students in their native, comfortable language while they learn the target language (the language of the school). The first language serves as the medium of instruction until the target language can serve as a co-equal linguistic tool enabling students

to become bilingual. The bicultural component enables linguistically distinct students to foster their dual cultural heritage while enriching their cognitive and verbal skills. A bicultural program prepares students to participate in a particular culture rather than merely to learn about that culture. The concept, bilingual-bicultural, implies the ability to communicate and to function in two cultures. Therefore, bilingual-bicultural education is the teaching of, and in, two ways of life.

Bilingual-bicultural education recognizes the interrelationship between language, culture and personal identity; not only relating language to cultural content and cognitive learning styles stemming from culture, but also acknowledging the implications for positive self-identity and academic success. Linguistically and culturally distinct children come to school with different linguistic, cultural, experiential and conceptual backgrounds from those of their English-speaking peers; the school must recognize these assets and use them constructively.

An educational institution dedicated to the concept of "equal educational opportunity for all" must develop educational programs based on the cultural differences of its various socio-cultural conglomerates. Educational programs must take into account existing differences due

to, among other things, the diversity of social structure, and/or different child-rearing techniques.

Bilingual-bicultural instruction provides linguistically and culturally distinct students with an opportunity to experience early academic success in their first comfortable language. For bicultural students whose comfortable language is English, bilingual-bicultural education affords them an opportunity to gain facility in the language of their native culture and gives them an appreciation of their cultural heritage. Therefore, as students progress academically and socially, they become truly bilingual and bicultural and able to function effectively in both languages and cultures.

A Strategy for Developing a Bilingual-Bicultural Education Plan

School districts serving nonEnglish and/or limited English-speaking students should demonstrate commitment to a bilingual-bicultural philosophy which advocates formulating district-wide goals and objectives for bilingual-bicultural education, and the development of a district-wide master plan for implementing the goals and objectives of bilingual-bicultural education in the regular school process. Broad representation of parents, educators, community agencies and organizations in conjunction with governmental and private agencies can

create district-wide support for bilingual-bicultural education. Once the need for bilingual-bicultural education has been established, specific program plans can be effectively designed and implemented throughout the system.

An educational master plan should be defined in terms of practical as well as achievable objectives, the long range goal being institutionalization of bilingual-bicultural education in the school community.

The school district, with the assistance of a broadly representative community group, should develop procedures for systematically planning, developing, operating and evaluating a bilingual-bicultural program and should outline steps for adopting bilingual-bicultural education as a part of the regular school program.

The district, with broad community representation and state department of education endorsement, should develop bilingual-bicultural education goals and objectives which they hope to achieve and institutionalize over a long term period. The district should outline a systematic management plan detailing the first year's operation and delineating sources of support and responsibilities.

In planning a bilingual-bicultural program the school district should carefully assess local needs, resources

and community concerns. Long-range goals for meeting the assessed needs should be developed, and specific objectives for achieving the goals should be identified. Minimum criteria for measuring the objectives should be established and a systematic plan for implementing the objectives should be outlined in detail for the first two years of a five-year period. The district should work closely with its broad-based community representative group and with the state education agency in developing the bilingual-bicultural plan.

The plan should include:

- -Specific measurable educational and instructional objectives for bilingual-bicultural education;
- -Strategies for achieving stated objectives explicitly described with a time line for implementing each step toward the objectives;
- -Plans for periodic discrepancy analysis both in programmatic operations and in fiscal accountability; and
- -Procedures for reassessment of needs, objectives and designs for alternative approaches if needed.

Staff Development

Teachers and paraprofessionals placed in a bilingual-bicultural classroom should know the philosophy of

bilingual-bicultural education, and they should know how to implement relevant methodologies and techniques. They must have a solid knowledge of the subject matter to be taught. But most important, they must be sensitive to the cultural, linguistic, and historical heritage of the children being taught. With input from local communities, school districts and universities must be held accountable for preparing teachers and paraprofessionals by initiating concentrated programs concerning the philosophy, methodologies and techniques of bilingual-bicultural education. School districts and universities must be encouraged to retrain and prepare teachers and paraprofessionals to effectively guide the learning experiences of bilingual-bicultural children.

Two main components should be encompassed in the preparation of teachers and paraprofessionals to enable them to function effectively in bilingual-bicultural learning environments. The first should include information about cultural-historical heritage and an analysis of the dynamics of these phenomena. Emphasis should be placed on factors such as socialization patterns, traditional attitudes, values, interpersonal relationships, historical experience, cross-cultural conflicts, and their effects upon the educational experiences, identity and self-image of bilingual-bicultural students.

In addition, teachers and paraprofessionals should understand the interrelationship between language, culture and personal identity, and the implications of those interrelationships for the educational experiences of bilingual-bicultural students.

The second component should emphasize the development of methodologies and techniques for the teaching of reading, language arts, social studies, science and mathematics to bilingual-bicultural students, both in their primary language and in their secondary language. Joined with these efforts there must be research into the interrelationship between cultural content and cognitive styles, as well as the relationship between linguistic orientation and audiolingual perception. Based on what is evaluated to be educationally valid, bilingual-bicultural instructional materials must be adapted, developed, field tested and validated.

Bilingual-bicultural education should provide for the education of teachers and paraprofessionals, both trainees and in-service personnel, in order to prepare them to function effectively in the bilingual-bicultural classroom. Funds should be earmarked for research, development, evaluation and dissemination of instructional materials which have been produced by local projects.

Evaluation

At regular intervals, all parties to the development of a bilingual-bicultural educational plan must examine the achievements with respect to the objectives projected in the plan. Discrepancies should be identified and appropriate action determined, choosing either to modify the plan or to adopt a course of action which will bring performance into congruence with the original plan.

Overall considerations in the evaluation of the bilingual-bicultural educational program must include process, input and output variables. Process refers to the on-going dynamics of instruction, the acquisition and development of materials, staff development and community involvement in the program. Output variables include measurements of the cognitive, affective and behavioral effects of bilingual-bicultural education on children.

In addition to these overall considerations of the scope of evaluation of the bilingual-bicultural educational program, special consideration should be given to the unique features of evaluating such a program. Measurement instruments must be carefully selected and specifically designed to avoid cultural and linguistic biases. In a situation where bilingual-bicultural educational programs are compared with conventional educational programs the following factors should be considered:

dropout rate, discipline problems, self-concept, student participation in school activities, students continuing in post secondary education, greater community input in school programs, parent involvement, school perceived as a positive influence on the child life, and other affective changes.

Members of the target cultural group must be included in the planning, direction, and implementation of evaluations of bilingual educational programs. Furthermore, involvement of these cultural groups should reflect professional and staff-level personnel as well as community people.

Conclusion

Bilingual-bicultural education offers educational instruction in this country as the vehicle by which the ideal of "equal educational opportunity" can be implemented. Providing all students with "equal benefits" from schooling by utilizing students' native language as a medium of instruction while they learn English and, at the same time, allowing them to acquire proficiency in their native language will allow nonEnglish-speaking and limited English-speaking students to have truly "equal access" to education.

The thrust of the equal benefits position calls for every student to be individually assessed in order to determine

his/her comfortable language, language, dominance, cognitive skills in the home language and the second language, and special educational needs. Teachers who are fluent in the students' home language and English must then prescribe educational programs to meet each student's needs. The district must assume the responsibility to provide teachers who are fluent in the students' language and English by hiring new staff with those capabilities and by developing the skills of present staff to meet the needs of students.

Bilingual-bicultural education is not simply the translation of traditional materials into another language, nor is it teaching subject matter in a foreign language. It is not simply teaching the first language to an English dominant Spanish-speaking child, for example; and it is not just teaching English as a second language. Bilingual-bicultural education implies the acceptance of a particular frame of reference from which to approach the education of linguistically-culturally distinct children themselves, as well as those who will guide their learning experiences. In this context, bilingual-bicultural education means the acknowledgement of the positive personal and educational aspects of cultures which are different from the dominant Anglo-American cultural heritage. Essentially, bilingual-bicultural education implies the acceptance of the culturally pluralistic nature of American society and the role of cultural plurality as a positive factor in education.

Bilingual-bicultural education encourages the development of educational programs which will enable people to become functioning citizens of a culturally pluralistic society, not only by studying a particular culture, but by actually experiencing that culture.

The instructional process of a bilingual-bicultural program incorporates a bilingual-multicultural school curriculum which is designed conceptually in sequence and is taught bilingually from grades K to 12. Bilingual-bicultural education is based on the need to safeguard individual differences, on the respect of the students' home language and cultural heritage, and on the belief that all Americans have a right to receive "equal benefits" from the institutions created by and for them.

Bilingual-bicultural educational programs must be established to provide quality education to all students rather than in response to external demands, funds or political pressures.

In a pluralistic society such as ours, enriched by differences and unique contributions from many ethnic and linguistic groups, bilingual-bicultural education is an inherent right of every individual under the 14th Amendment of the Constitution of the United State of America.

V. What is the Lau v. Nichols Supreme Court Decision?

The Supreme Court, in the Lau v. Nichols court decision found that a school district's failure to provide non-English-speaking students with a program to deal with their language needs is a violation of Title VI of the Civil Rights Act of 1964. The Supreme Court held:

> There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum, for students who do not understand English are effectively foreclosed from any meaningful education. 414 U.S. Reports 563 (1974).

In addition, the court called for affirmative action by the school districts to overcome language barriers:

> Where inability to speak and understand the English language excludes national origin minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. 414 U.S. Reports 563 (1974).

To comply with the Lau v. Nichols Supreme Court decision school districts should make provisions for instructional programs in a language understandable to each limited English-speaking and nonEnglish-speaking student. In the state of California this court decision will affect approximately half a million students.

Summary of the Lau v. Nichols Decision and Subsequent Interpretation*

On January 21, 1974, the U.S. Supreme Court unanimously ruled that the San Francisco Unified School District illegally discriminated against some 1800 nonEnglish-speaking Chinese American students by failing to help them surmount the language barrier. By requiring these children to sit and languish in regular English-language classes, the Supreme Court, in Lau v. Nichols, found the school district had denied them "a meaningful opportunity to participate in the public educational program." To expect nonEnglish-speaking students to know English before they can effectively participate in the educational program, the court declared, "is to make a mockery of public education." Casting itself directly into the plight confronting nonEnglish-speaking children, the Justices unanimously concluded, "We know that those who do not understand English are certain to find their classroom experience wholly incomprehensible and in no way meaningful." The Supreme Court ruled that the rights of the nonEnglish-speaking Chinese children to an education were being denied, but they did not explore the nature of the required remedy. Instead, the Supreme Court remanded the case to the Federal

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*Taken and adapted from An Abstract of the Master Plan for Bilingual-Bicultural Education, San Francisco Unified School District. Prepared by the Citizens Task Force for Bilingual Education with Assistance from the Center for Applied Linguistics. January 21, 1975.

District Court in San Francisco to fashion "appropriate relief" in the case.

To better understand the legal and educational significance of Lau v. Nichols, we propose to summarize the nature of the arguments and rulings in the case and how Federal Courts and Congress have interpreted Lau in the past year.

On March 25, 1970, thirteen nonEnglish-speaking Chinese American students filed suit in the Federal District Court in San Francisco against the San Francisco Board of Education, whose president happened to be Alan Nichols, on behalf of nearly 3,000 Chinese-speaking students. Their class-action suit, Lau v. Nichols, alleged that Chinese-speaking children were being denied their rights to an education because they were unable to comprehend or speak the English language in which their classes were taught. By denying these children special instruction in English, the school district was not only violating their rights to an education and to equal educational opportunities as guaranteed by the Constitution of the United States and the State of California and by Federal and State Legislation, but the school district was also "dooming these children to become dropouts and to join the rolls of the unemployed."

In their complaint, the nonEnglish-speaking Chinese American students raised two basic issues: first, whether the SFUSD

was required to provide them with special instruction in English; secondly, whether such special instruction in English must be taught by bilingual, Chinese-speaking teachers.

The suit asked the District Court to order the Board of Education to provide special English language classes with bilingual teachers and claimed that law enacted by both Congress and the California State Legislature demonstrated the need for bilingual teachers. Without such bilingual teachers, the plaintiffs contended, even special instruction in English would be a fruitless gesture, with students merely parroting teachers rather than learning English.

The lawsuit was not developed in a vacuum. It was brought because of a deep sense of frustration; it was the community's last resort after all avenues had been exhausted in hopes of overcoming the serious educational harm suffered by its children. For years the Chinese community employed meetings, negotiations, studies, demonstrations, and community-alternative programs to try and rectify the educational deprivations suffered by non-English speaking children. All these efforts invariably resulted in token gestures, in the form of stop-gaps here and there on the part of a school administration which seemed to have neither the interest, the willingness, the competence, nor the commitment to cope with the thousands of limited English-speaking children in San Francisco. Ironically, such inaction by the school district

was accompanied by an explicit recognition of the seriousness of the problem. The school district in 1969 admitted:

> When these [Chinese-speaking youngsters] are placed in grade levels according to their ages and are expected to compete with their English-speaking peers, they are frustrated by their inability to understand the regular work....for these children, the lack of English means poor performance in school. The secondary student is almost inevitably doomed to be a dropout and another unemployed (sic) in the ghetto.

During the court hearing, the school district freely admitted the grave needs of these children to receive special instruction, but contended that such needs did not constitute legal rights. The school district argued that its obligations to these children were satisfied by providing them the same educational setting offered to other children in the district. Though the school district acknowledged its desire to provide more special classes for limited English-speaking children, it said such classes would be offered "gratuitously," as personnel permitted, rather than as a matter of right and duty.

In its decision, the Federal Court agreed with the school district and denied the nonEnglish-speaking children any relief. The Court expressed sympathy for the plight of the students, but concluded that their rights to an education and to equal educational opportunities had been satisfied

as "they received the same education made available on the same terms and conditions to the other tens of thousands of students in the SFUSD." Though the plaintiffs contended that the "surface" equality of identical textbooks, teachers, and classrooms afforded no education to nonEnglish-speaking children, the Federal Court ruled the school district had no legal duty to rectify this situation. Access to the same educational system provided others, regardless of whether any educational benefits could be received, was the extent of a child's right to an education, according to the trial court.

The Chinese-speaking students appealed the decision to the U.S. Court of Appeals for the Ninth Circuit. Their contention that the lower court decision should be reversed was supported by the Attorney General of the U.S. who filed an avis-cus curie brief with the Ninth Circuit Court of Appeals. However, a three-judge panel affirmed the lower court decision on January 8, 1973, and accepted the school district's argument that its responsibility to nonEnglish-speaking children "extends no further than to provide them with the same facilities, textbooks, teachers, and curriculum as is provided to other children in the district." The panel further observed that the problems suffered by the children were "not the result of law enacted by the state....but the result of deficiencies created by the (children) themselves in failing to learn the English language."

Faced with the devastating appellate court decision, the Chinese-speaking children petitioned the U.S. Supreme Court to take their case and reverse the Appellate Court. On June 12, 1973, the U.S. Supreme Court granted the petition to hear the case and oral arguments were heard on December 10, 1973.

On January 21, 1974, the Supreme Court issued its unanimous decision reversing the Appellate Court opinion. Relying on Title VI of the Civil Rights Act of 1964, the Supreme Court ruled that the failure of any school system to provide English-language instruction to its nonEnglish-speaking students constitutes a denial of "a meaningful opportunity to participate in the equal treatment of unequals", and refuting directly the position and language of the lower courts, the Supreme Court declared:

> There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.

The unanimous decision by a court well-known for its relative judicial conservatism in matters related to education and civil rights is extremely significant. First, it emphasizes loudly and clearly that the court in Lau was not concerned with the intentions or motivations of the school district.

Regardless of how much good faith a school district might be exercising in trying to meet the problem, the only relevant factor is whether the child receives a "meaningful" and "comprehensible" education and "effective participation in the educational program." It is to this aspect of the decision we now turn.

To date, all court decisions which have applied and interpreted Lau v. Nichols have concluded that Lau requires bilingual education to overcome the deprivations suffered by limited English-speaking children. Serna v. Portales New Mexico School District: the U.S. Court of Appeals for the Tenth Circuit ruled on July 19, 1974, that bilingual education is the only appropriate remedy under the Lau decision. In Aspira v. Board of Education of the City of New York, the Federal District Court on August 29, 1974, relied on the Lau decision in sanctioning the immediate implementation of a complete bilingual-bicultural education program for nearly 200,000 Spanish-speaking Puerto Rican children in New York City. Similarly, the other court decision which has interpreted Lau, Keyes v. Denver Unified School District also held on April 9, 1974, that bilingual-bicultural education is required by Lau. The Federal Court in Keyes held that the Lau decision demonstrates that it is ineffective to require nonEnglish-speaking children to learn a language with which they are unfamiliar, and at the same time acquire

normal basic learning skills which are taught through the medium of that unfamiliar language.

What these clarifying decisions by various Federal Courts across the nation conclude is that a school district, in order to fully comply with the mandate of the U.S. Supreme Court, should develop a plan that directly addresses the question of "meaningful and comprehensible education" for "effective participation" of students of limited English-speaking ability. It also means that the non-bilingual instruction currently provided under the ESL "pull-out" and newcomers programs, not to mention those limited English-speaking students not receiving any assistance at all, is grossly inadequate because it represents a continued absence of "meaningful" education and produces the very "mockery" to which Lau is addressed. In essence, the non-bilingual instruction offers the child, except for 40 minutes a day, the same facilities, textbooks, and teachers as those who understand English -- the very situation found legally intolerable by the Supreme Court.

Finally, we would like to identify a few examples of how both Federal and State governments have reached the identical conclusion that the Supreme Court decision mandates bilingual education.

Even before the Lau decision, the Office of Civil Rights of the U.S. Department of Health, Education and Welfare, issued regulations on May 25, 1970, pursuant to Title VI of the Civil Rights Act of 1964, to eliminate discrimination against national-origin minority students. The regulation 45 CFR Part 80 states:

> Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.

According to J. Stanley Pottinger, then Director of the Office for Civil Rights, "the drafting of the memorandum reflected the operational philosophy that school districts should create a culturally relevant educational approach to assure equal access of all children to its full benefits. The burden, according to this philosophy, should be on the school to adapt its educational approach so that the culture, language and learning style of all children in the school (not just those of Anglo, middle class background) are accepted and valued. "Children should not be penalized for culture and linguistic differences, nor should they bear a burden to conform to a school-sanctioned culture by abandoning their own." Representing the U.S. Government, Pottinger

personally appeared before the Supreme Court to argue in support of Lau. On behalf of the U.S. government, he has now entered the Lau case as a third party.

Throughout the enforcement of the regulation and educational policy development activities, the Office for Civil Rights consistently developed a number of bilingual-bicultural program models for implementation by school districts to equalize the educational opportunity for limited English-speaking children, beginning with the Beeville Independent School District in Texas. In April, 1971, the Office for Civil Rights assembled a group of 75 outstanding Mexican American, Puerto Rican and Native American educators, psychologists, and community leaders in San Diego to begin the identification of bilingual-bicultural program models for the U.S. Office of Education. An intra-departmental Advisory Committee, established by the Office of Education, eventually helped develop a comprehensive bilingual-bicultural plan for the San Felipe Del Rio, Texas School District under Federal Court order. The court specifically ordered that "safeguards shall include, but shall not necessarily be limited to, bilingual and bicultural programs, faculty recruitment and training, and curriculum design and content (U.S. v. Texas, August 19, 1971)." Similarly, a bilingual-bicultural education plan for the Indian population was developed by a Task Force of the U.S. Department of Health, Education

and Welfare in the Natonabah v. Gallup-McKinley County Schools, February 8, 1973.

In conclusion, we would like to mention that the purpose of including this discussion on Lau v. Nichols and the legal issues and remedies surrounding the case is to provide the school district with the necessary background information relevant to the understanding of the proposed Master Plan. It is clear from our review of the legal background above and the following educational and linguistic findings, that the most effective and desirable approach is the bilingual-bicultural approach.

VI. What are the Task Force Remedies?

The Office of Civil Rights (HEW) has issued a set of guidelines for schools to follow in order to comply with the 1974 Supreme Court decision in the case of Lau v. Nichols. The decision requires school districts to provide equal educational opportunities for students from nonEnglish-speaking backgrounds. Districts not in compliance with Title VI of the 1964 Civil Rights Act (CRA) have been instructed to file voluntary plans that follow the Office of Civil Rights guidelines.

The guidelines were drafted by a task force selected from representatives of the major language-ethnic groups impacted by the decision, together with specialists from relevant disciplines. The task force was headed by Roy Rodriguez of OCR, and members were: Gloria Becerra, José Cardenas, Edward DeAvila, William Demmert, Paulina Jacobo, Juanita Lott, María Reyes, Milton Silva, Terry Sullivan, Ling-Chi Wang.

The guidelines specify that a bilingual program is required at the elementary and intermediate levels, and an ESL (English as a Second Language) program is declared to be not appropriate at those levels. These requirements conformed to guidelines from a master plan developed by the Citizens' Task Force for Bilingual Education for the

San Francisco schools in response to the Supreme Court decision.

In response to the thrust of the Lau v. Nichols decision the United State Office of Education established General Assistance Centers or "Lau Centers" to provide technical assistance to school districts to assist them in developing plans for complying with the Lau mandate.

In the State of California, Attorney General Evelle J. Younger has declared that the Task Force Remedies are consistent with the California Constitution Article IX.

VII. What do School Districts need to do to comply with the Lau Task Force Remedies?

The Task Force Remedies outline in detail the steps which a district must take in order to adequately serve non-English-speaking and limited English-speaking students. The main points of each process are summarized below and are in the form of a diagram on pages 36 and 37.

A district must, in order to comply with Title VI regulations under Lau, identify each student's home language and assess his cognitive skills in that language. The identification of a student's home language must be made by persons who can speak and understand the necessary languages(s).

A student is identified as speaking a language other than English if:

A. The student's first acquired language is other than English.

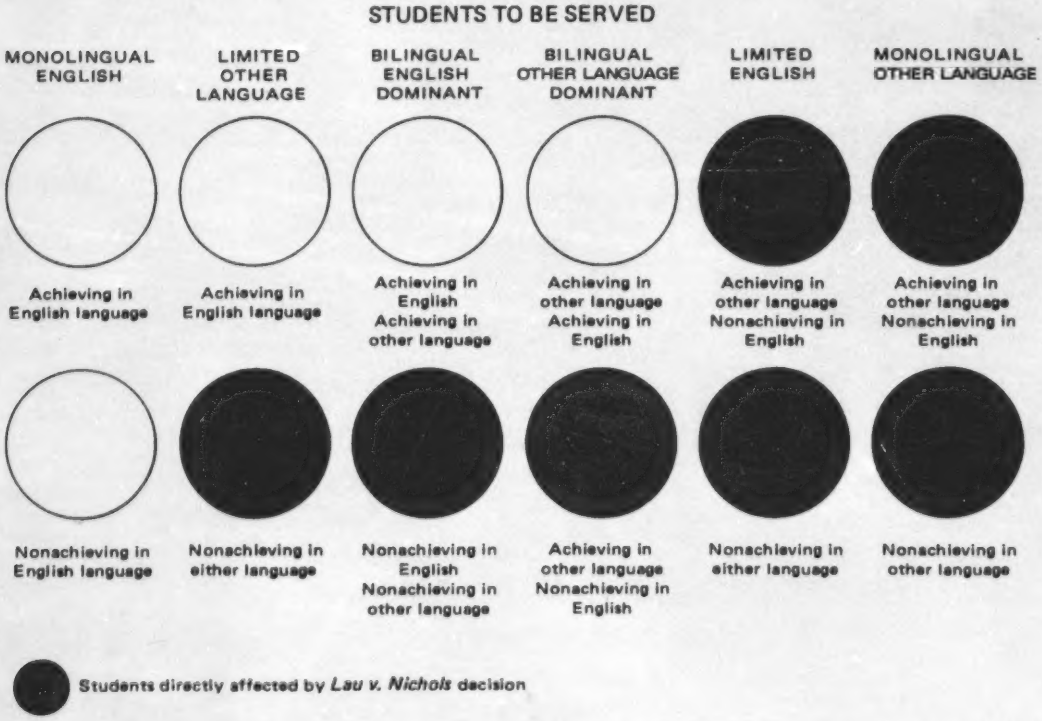
B. The language most often spoken by the student is other than English.

C. The language most often spoken in the student's home is other than English, regardless of the language spoken by the student.

Once the student's dominant language has been determined, the district must assess the degree of linguistic function or ability of the student. If the student is functional in more than one language, such assessment must be made in all the necessary languages.

The next step that a district must take is to determine the diagnostic and prescriptive measures to be used to identify the nature and extent of each student's educational needs and to then prescribe an educational program utilizing the most effective teaching style, materials, and learning activities to satisfy the diagnosed educational needs.

In order to adequately serve all students with special language needs in the district, schools must be aware of the many different types of entering language behaviors. The following diagram illustrates some of the possible entering language behaviors and identifies those students who must be served under Title VI regulations:



In prescribing educational programs, the Lau Center is suggesting that each district include district staff, limited English-speaking and nonEnglish-speaking parents, community members, and students when possible, to develop a district master plan for serving limited English-speaking and nonEnglish-speaking students, and all other students. The concept of a master educational plan should consider all areas of district services and student needs and would provide for a comprehensive sequential approach for compliance with Title VI regulations.

Finally, the district must implement the appropriate type(s) of educational program(s) that have been identified as best satisfying the cognitive, affective and linguistic needs of each student.

VIII. What necessitates an instructional program for limited English-speaking and nonEnglish-speaking Students?

Twenty or more students of the same language other than English necessitate a meaningful instructional program under the Lau remedies. Other factors which the district must consider when formulating a program to serve nonEnglish-speaking or limited English-speaking students are level of achievement and the length of time a student has been in the district. The model of the program is determined by each school district; however, the model must meet the needs of the students rather than the needs of the school staff and resources.

The Lau remedies suggest several appropriate educational programs to serve students with different language needs. One of the functions of the Lau Center will be to assist each school district to develop a program which is appropriate for the students in that district and which meets the requirements of Title VI regulations.

IX. What types of instructional programs are not acceptable under the Task Force Remedies?

An English as a Second Language (ESL) program is not effective and not acceptable at the elementary or intermediate levels because it does not consider affective or cognitive development of the child. At the secondary level, ESL programs are allowed because of the time-factor involved; however, the intent of the remedies is to insure that limited English-speaking and nonEnglish-speaking students are able to participate in the regular school program as soon as possible and will be able to achieve as well as other students in the regular school program. If necessary prerequisite skills in the native language have not been taught, some form of basic instruction or enrichment activities in the native language must be provided by the district.

If limited English-speaking students have been in the district for more than one year and are underachieving, the district must submit a plan to remedy the situation (such as smaller class size, enrichment materials, etc.). In this case, or in the case of students who are underachieving and have been in the school system for less than a year, the remedy must include any one or a combination of the following:

A. Bilingual-Bicultural

B. Multilingual-Multicultural

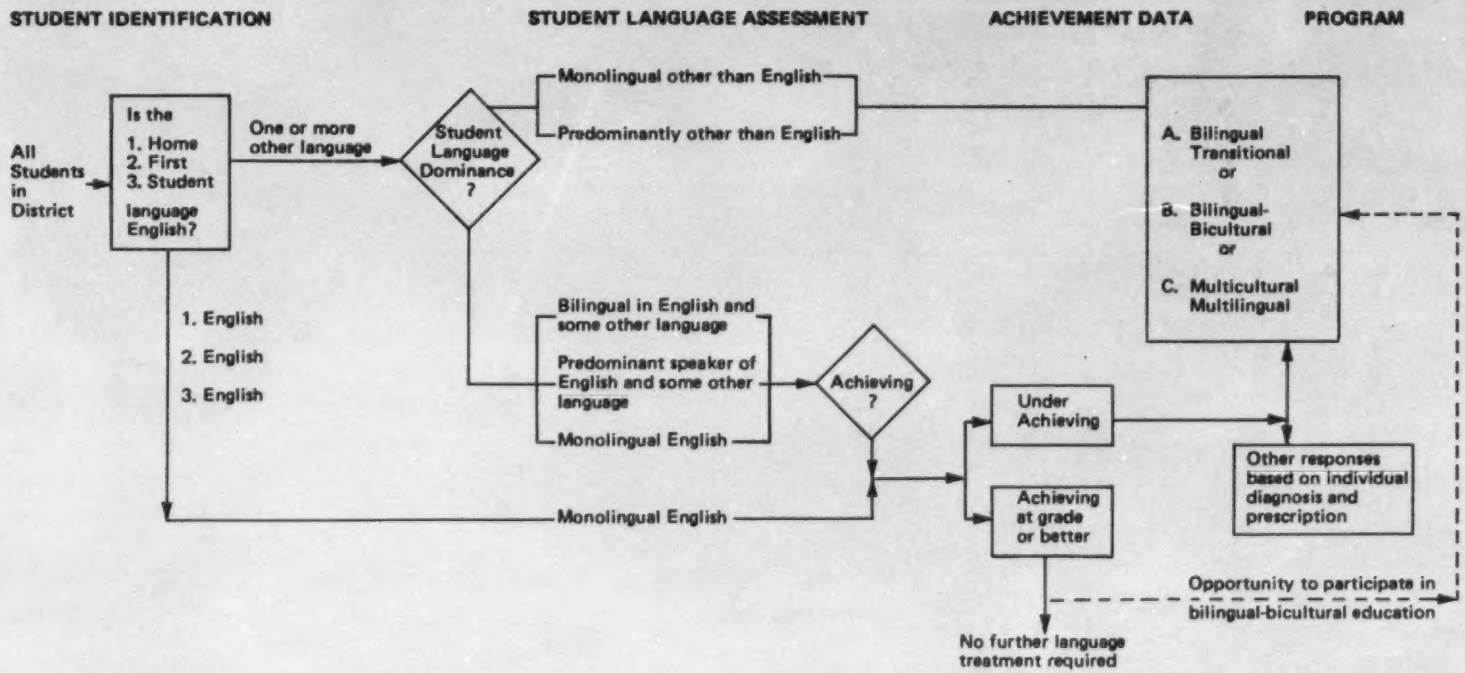
C. Transitional Bilingual

D. ESL (Acceptable at the secondary level only; also, if prerequisite skills have not been taught, those skills must be developed in the home language of the student).

The following diagrams provide a descriptive outline of the Task Force Remedies for the elementary and intermediate or secondary levels; while Section VIII of this manual provides an explanation of the prescriptive options of the Task Force Remedies.

MINIMAL LAU REMEDIES*

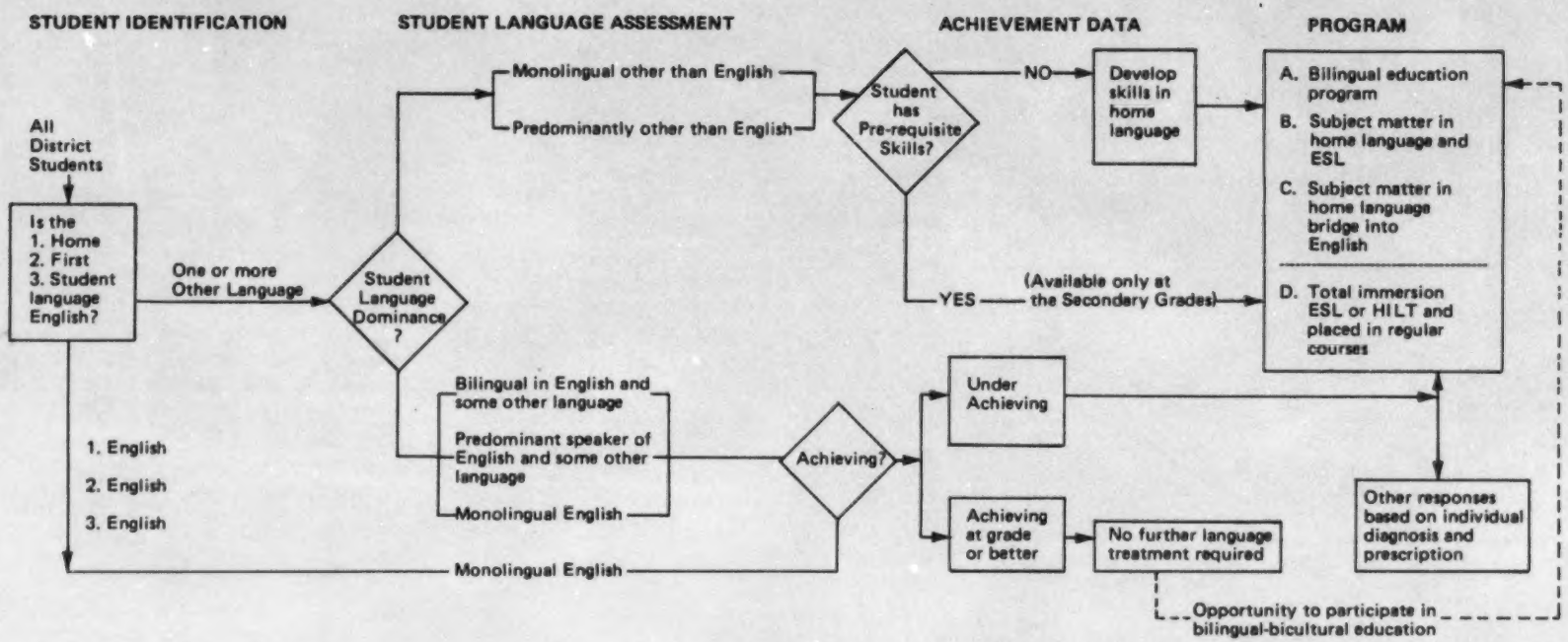
Elementary and Intermediate Grades



*Adapted from a diagram developed by the Area D Lau General Assistance Center

MINIMAL LAU REMEDIES

Secondary Grades


STUDENT IDENTIFICATION
STUDENT LANGUAGE ASSESSMENT
ACHIEVEMENT DATA
PROGRAM
All District Students
Is the 1. Home 2. First 3. Student language English?
One or more Other Language
Student Language Dominance ?
Monolingual other than English
Predominantly other than English
Student has Pre-requisite Skills?
NO
Develop skills in home language
YES
(Available only at the Secondary Grades)
A. Bilingual education program
B. Subject matter in home language and ESL
C. Subject matter in home language bridge into English
D. Total immersion ESL or HILT and placed in regular courses
1. English
2. English
3. English
Bilingual in English and some other language
Predominant speaker of English and some other language
Monolingual English
Achieving?
Under Achieving
Achieving at grade or better
No further language treatment required
Other responses based on individual diagnosis and prescription
Monolingual English
Opportunity to participate in bilingual-bicultural education

X. What kinds of programs are suggested by the Lau Remedies at the Elementary and Secondary levels?

The following are brief descriptions of the programs suggested by the Lau remedies for elementary and secondary levels, although at the elementary and intermediate levels an ESL program alone is not acceptable:

A. Bilingual-Bicultural Program

Goal:

-To provide all students the opportunity to become bilingual and bicultural and to allow limited English-speaking and nonEnglish-speaking students the opportunity to maintain and develop their home language and culture while learning English and acquiring academic skills in their native language.

Bilingual-Bicultural Program

Language Policy:

-The assumption is made that the student will be equally proficient in English and his/her home language; the school instructional

program enabling the student to take courses with instruction given in English or his/her other language.

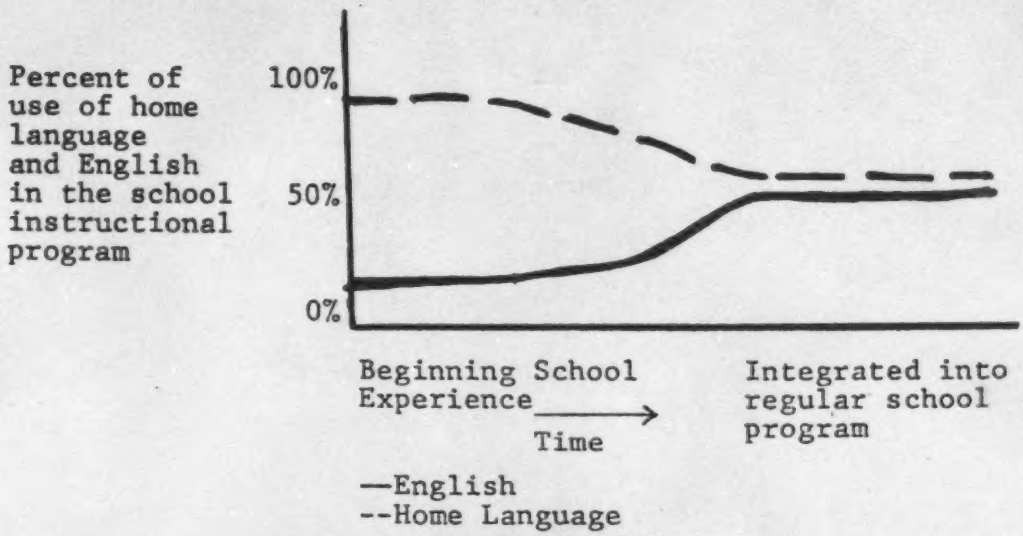


Figure 2: Bilingual-Bicultural

Factors to Consider:

-Stresses the continued development and utilization at all levels of instruction of both the language of wider English communication and the home language of the student.

-Maintains the home language and culture of the student and recognizes that the school has the responsibility to develop the skills

and tools to allow each student to exploit to the fullest extent more than one set of cultural standards, values and beliefs.

-Instructional program is incorporated into the total school program and provides the opportunity to all students to maintain their home language while learning a second language and participating in two cultures.

-Must employ bilingual-bicultural personnel, develop culturally relevant instructional materials, develop language-specific materials, provide inservice education, and develop strong community-school-parent cooperation.

B. Multilingual-Multicultural Program

Goal:

-To provide all students the opportunity to participate in more than one culture and language while allowing limited and nonEnglish

speaking students to maintain and develop the home language and culture while learning English and acquiring academic skills in their native language.

Multilingual-Multicultural Program Language Policy:

-The assumption is made that the student will become proficient in two or more languages. (One of the languages being English, another being the home language of the student, and the third any other language.) The instructional program of the school enables the student to take courses, other than foreign language classes, with instruction given in his/her home language as well as in other languages.

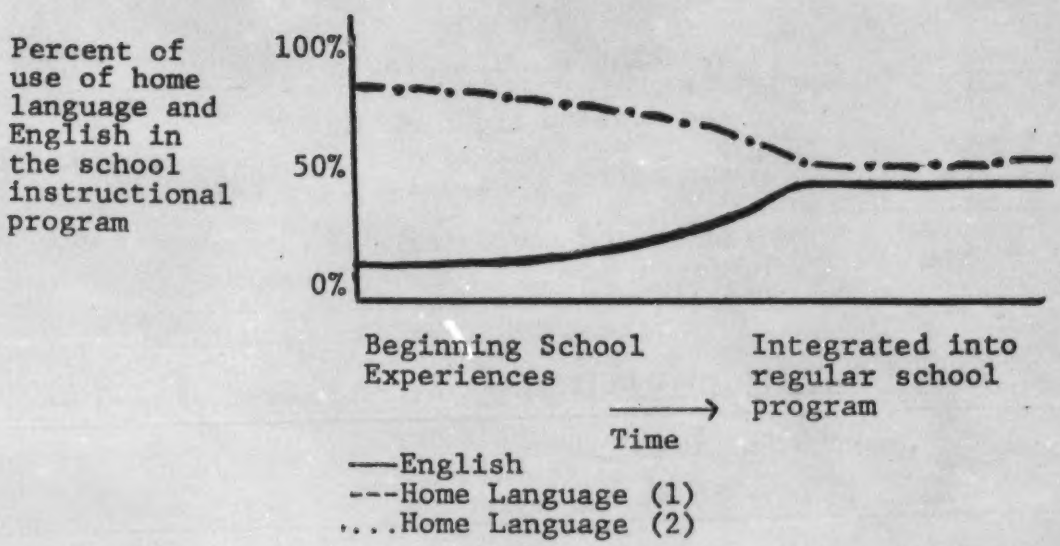


Figure 3: Multilingual-Multicultural

Factors to Consider:

-Must consider all the languages and cultures of the school, making maximal use of existent languages and cultural structures.

-Maintains the home language of the student and recognizes that the school has the responsibility to develop the skills and tools to allow each student to exploit to the fullest extent more than one set of cultural standards, values, and beliefs.

-Instructional program is incorporated into the total school program and

provides the opportunity to all students to maintain the home language while learning another language and participating in a multilingual/pluralistic society.

-Language heterogeneity necessitates the organization of a language learning program that will consider all of the languages and the cultures of the school. Twenty or more students of the same language necessitates a program under the LAU remedies.

-Must employ bilingual-bicultural personnel, develop culturally relevant instructional materials, develop language-specific materials, provide inservice education, and develop strong community-school-parent cooperation.

C. Transitional Bilingual Program

Goal:

-To incorporate limited English speaking students into the mainstream of the English language school program as soon as possible by developing academic skills in their native language while promoting proficiency in English.

Transitional Bilingual Program Language Policy:

-The assumption is made that the student will become proficient in the English language while retaining his/her home language with educational support in initial phases of the school instructional program.

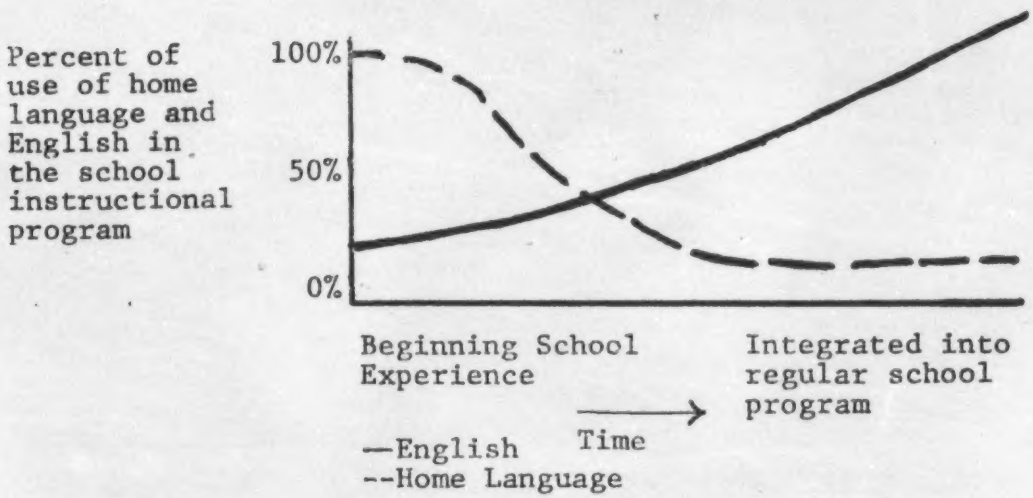


Figure 4: Transitional Bilingual

Factors to Consider:

-Concepts must be developed in the students' home language.

-Greatest effort is in teaching English and eliminating the students' home language usage in the classroom.

-Often programs are not part of the regular curriculum due to the transitional nature and structure of the bilingual instruction.

-Program must employ bilingual-bicultural personnel, develop culturally relevant instructional materials, develop language specific materials, provide in-service education, and develop strong community-school-parent cooperation.

-Must insure that when a child transfers into the regular school program, he/she is substantially on the same level as the English-speaking children, and that he/she is linguistically capable of competing in that program. Under the Lau remedies, the district must provide predictive data which show that such students are ready to make

the transition and will succeed educationally in content areas.

-Must assure that students transfering into the regular school curriculum do not become "outsiders" in previously existing programs and social groups.

D. ESL (Acceptable only at the secondary level; also, if prerequisite skills have not been taught those skills must be developed in the native language).

Goal:

-To provide instruction to nonEnglish speaking or limited English-speaking students in the official language used in the schooling process and to develop a compentency in the English language that will enable those students to function and achieve in the regular school program

ESL Program

Language Policy:

-The assumption is made that the student will become proficient in the English language while retaining his/her home language without any educational support from the school instructional program.

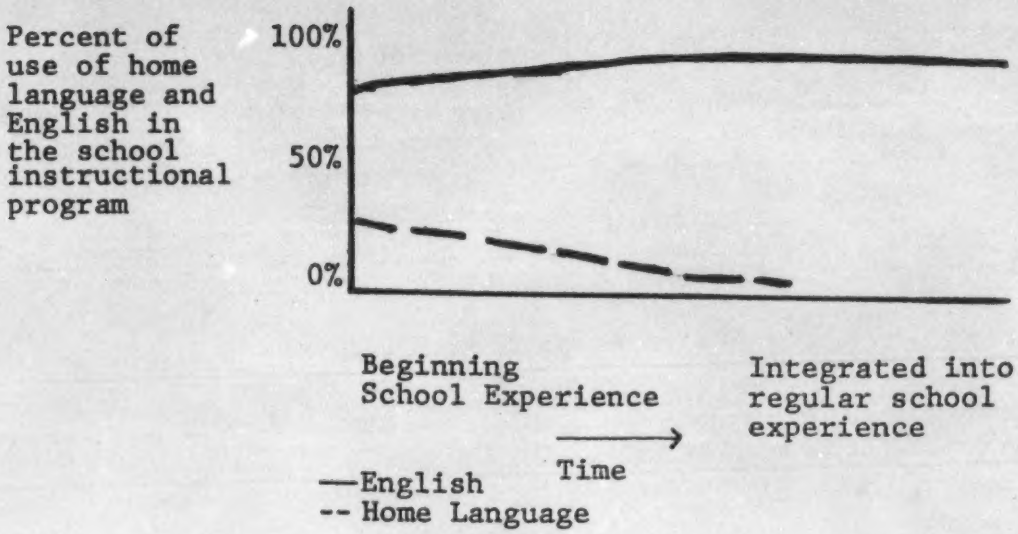


Figure 5: ESL

Factors to Consider:

-An ESL program is an important part of bilingual/bicultural and multilingual-multicultural programs, but it is ineffective alone because it does not consider the affective or cognitive development of the student. Under the Lau remedies at the elementary and intermediate levels, an ESL program is considered not effective and not acceptable.

-An ESL program is allowable at the secondary level under the Lau remedies because those students have a shorter

time in the school program and English is essential for them to be able to function after they are graduated. However, even at the secondary level, if students do not have basic skills in their own language, simply learning English will not enable them to function successfully.

-If students do not have the prerequisite academic skills which would enable them to succeed in the school program after learning English, students must be given the opportunity to develop those academic skills in their home language.

-The school must insure that students transfering into the regular school program are substantially on the same level as English-speaking students and that they are linguistically capable of competing in that program.

XI. What unique consideration must districts deal with in structuring secondary programs?

Programs at the secondary level must be developed with careful consideration of the following factors:

1) Achievement level of students
2) Time in district (more or less than one year)
3) Required and elective courses

A. For secondary students who are monolingual speakers of a language other than English:

-Districts may provide a transitional bilingual program, a bilingual-bicultural program or a multilingual-multicultural program.

-Districts are allowed to provide high intensive language training in English until students are fully functional in English and can successfully bridge into the school program for all other students.

-Districts may choose to offer subject matter in the students' native language and provide for the learning of English through an ESL class component or through the natural school setting.

If these monolingual nonEnglish-speaking students do not have prerequisite skills in the native language, some form of special enrichment instruction must be provided.

The ultimate concern in devising a program for the monolingual other than English secondary student is to give him/her the necessary English language skills needed by or required of other students at the time of graduation and to enable him/her to participate to the greatest extent possible in the regular school program as soon as possible.

B. For secondary students of limited English ability:

-Districts must provide data relative to the students' academic achievement and identify those students who have been in the school system for less than a year.

-If students have been in the school system for a year or more and are not achieving at grade level, the district must submit a plan to remedy the situation. The remedy may include smaller classes, enrichment materials, etc.

-If students have been in the school system for less than a year and are underachieving, the remedy must include a least one of the following programs:

-ESL and Prerequisite skills instruction

-Transitional Bilingual

-Bilingual-Bicultural

-Multilingual-Multicultural

An ESL program is a necessary component of all programs for students who speak a language other than English and have special language needs. However, an ESL program alone is seldom sufficient to meet the educational needs of limited English-speaking and nonEnglish-speaking students.

C. Required and Elective Courses

1) Required courses (American History, Literature, Government, etc.) must include pertinent minority developments or contributions which have affected or influenced such subjects.
2) Elective courses and co-curricular activities must not be racially/ethnically identifiable.
3) Counselors, principals, teachers must promote and encourage minority enrollment in electives where they have not traditionally enrolled. All students must be encouraged to fully participate in and take advantage of all educational benefits.

XII. If a school district is in non-compliance with Title VI regulations, what kind of technical service approach is the LAU Center-Region G providing school districts?

Technical Assistance Process

Six phases are outlined to provide school districts with a comprehensive approach to develop an educational master plan to meet the needs of limited English-speaking students.

I. Orientation to the Institute for Cultural Pluralism's area's capability and to Title VI regulations.

II. Organization of a school district committee to develop an educational master plan to comply with Title VI regulations.

III. Implementation of Title VI Needs Assessment.

IV. Development of an Educational Master Plan.

V. Development of a Time-Line and Management System plan to implement the School District Educational Master Plan.

VI. Implementation of the Educational Master Plan that complies with Title VI regulations.

The Six phases are based on the following assumptions:

1. School districts are committed to developing an educational master plan to meet the educational needs of limited English-speaking and nonEnglish-speaking students.

2. The development of an educational master plan reflects the input of community people, school district personnel, students, and personnel from a college of education.

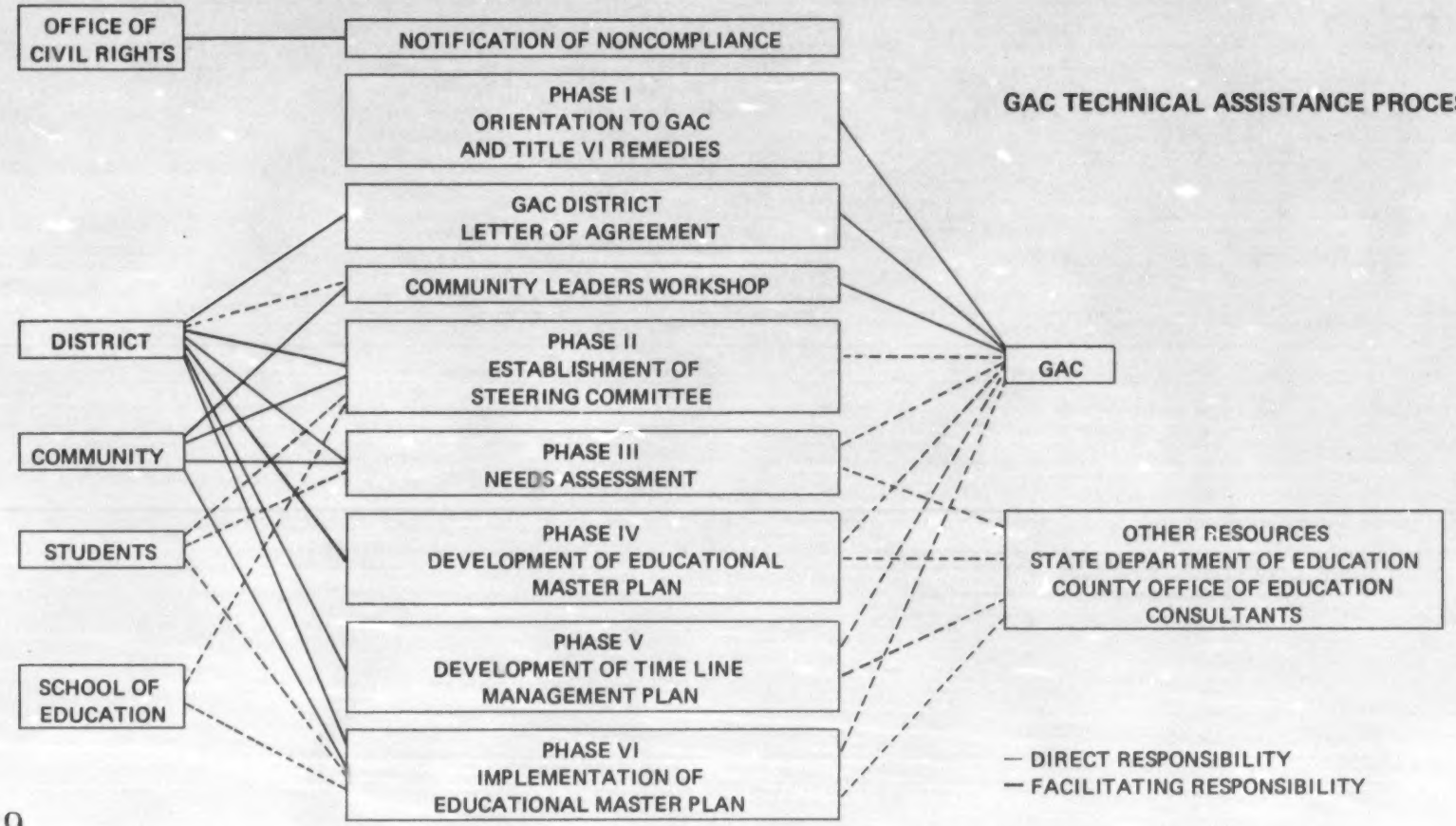
3. The implementation of an educational master plan promotes the active participation of the respective nonEnglish-speaking and limited English-speaking community.

4. The conceptual framework of an educational master plan will complement and reflect the notion of cultural pluralism.

5. The local school district personnel will be primarily responsible for the implementation of the educational master plan.

The six phases are presented in the form of a diagram and should be seen as a recommended process for school districts to use in developing their educational master plan. (See the following diagram.)

GAC TECHNICAL ASSISTANCE PROCESS



XIII. What sources can I use as references to better understand the concept of bilingual-bicultural education?

Andersson, Theodore and Mildred Boyer. Bilingual Schooling in the United States; Washington, D.C., Government Printing Office, 1970.

Volume I describes the history of bilingual education in the U.S.; the rationale for bilingual schooling; planning a bilingual program; the structure of a bilingual program; needed action and research in the field; and bilingual schooling-implications for education and society. The volume has an annotated bibliography of 870 entries on the subject of bilingual education.

California State Department of Education. Bilingual Bicultural Education and English-as-a-Second Language Education: A Framework for Elementary and Secondary Schools. Bureau of Publications, California State Department of Education, 721 Capital Mall, Sacramento, California 95814, July 12, 1973.

The volume describes the program organization of bilingual-bicultural programs: assessment of needs, staff development, instruction, methodology, instructional

materials, community involvement, evaluation, and designs for elementary and secondary programs.

Center for Applied Linguistics, Bilingual Education Series:

1. Implications of Language Learning Theory for Language Planning: Concerns in Bilingual Education, by Christina Bratt Paulston

2. Bilingual Children: A Resource Document, by Muriel Saville-Troike, 1973.

3. The Use of Vernacular Languages in Education, by Patricia Lee Engle.

4. The Current Status of U.S. Bilingual Education Legislation, by Hannah N. Geffert, Robert J. Harper II, Salvador Samiento, and Daniel M. Schember, May, 1975.

   Published by the Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209.

Taylor, Marie E.
An Overview of Research on Bilingualism, Mexican American Education Research Project, California State Department of Education, 721 Capitol Mall, Sacramento, California 95814, 1970.

The booklet presents research relating to types of bilinguals, bilingualism and intelligence, levels of acquisition, and language teaching. It also includes a selective bibliography.

United States Commission on Civil Rights.
A Better Chance to Learn: Bilingual Bicultural Education, Clearinghouse Publication No. 51, May, 1975.

The publication provides an historical overview of language minorities and education; an explanation of equal educational opportunity and its implications to bilingual-bicultural education; a description of bilingual-bicultural education and program structures; and a copy of important federal policy documents on bilingual education.

Zintz, M.
What Classroom Teachers Should Know About Bilingual Education. Albuquerque, New Mexico; University of New Mexico, March, 1969.

Special emphasis is placed on cross-cultural education, problems in second language learning, classroom methodology, special aspects of vocabulary, and the bilingual school. Several valuable bibliographies are included, some annotated.

The next step in the Lau General Assistance Six Phase Process is the establishment of a Title VI Lau Steering Committee. (See Lau GAC Manual II, Guidelines for the Formation of the Title VI Lau Steering Committee.)